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ABSTRACT

Based on the premise that technology can assist teachers in bringing about student learning about the past, this paper contends that technology must be integrated into the curriculum (in this case, the history curriculum) as a whole and it must complement the philosophy and the practice of the teacher. The paper is divided into sections: (1) Technology and Teaching; (2) Technology and History; and (3) United States History at Peddie--A Curricular Model. The Technology and History section of the paper identifies three broad areas of concentration in which educational technology can be most effective for high school history students: research, presentation, and communication. Each of these components is discussed in some detail, and these three elements form the core of the sample curriculum at the Peddie School (an independent, coeducational boarding school located in Hightstown, New Jersey) suggested in the third part of the paper. Contains 22 references. Five appendices are attached: Appendix A: Internet Search Exercise: Christine's Genealogy Website; Appendix B: Internet Search Exercise: The Valley of the Shadow Website; Appendix C: Electronic Note Cards--Peddie History Department; Appendix D: The Principio Project, sample student Slavery Scrapbook; and Appendix E: Advanced Placement US History Syllabus, Fall 1998. (BT)

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Teaching, Technology, and History: Reaching the Past from the Modern World

Raymond H. Cabot

The Peddie School
Hightstown, New Jersey

May 1, 1998

SO 029 615

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To request an electronic version of this report, please contact me at rcabot@peddie.org and I will be glad to provide one.

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The work of a teacher – exhausting, complex, idiosyncratic, never twice the same – is, at its heart, an intellectual and ethical enterprise. Teaching is the vocation of vocations, a calling that shepherds a multitude of other callings. It is an activity that is intensely practical and yet transcendent, brutally matter-of-fact, and yet fundamentally a creative act. Teaching begins in challenge and is never far from mystery.

William Ayers, To Teach

I. Technology and Teaching:

A. The centrality of good teaching--

In its essential components, the classroom in which I have taught history for the past fourteen years probably has looked very much like the one in which Thomas Jefferson studied in the 18th century. Like Jefferson, my students have received much of their information from printed sources, (although the Xerox machine and the VCR have proven to be practical additions that Jefferson would not have imagined) and many of the fundamental assumptions regarding teaching about the past have been in place for centuries. Now my students have a significantly different world, or at least a "virtual" version of it, at their fingertips. In fact, the nature of teaching history, the resources available to historians, the volume of information accessible to high school students, and many other elements of learning about the past have been dramatically affected by recent innovations in technology. Thus, I embarked on my year in the Klingenstein Fellows program with the task of exploring ways to incorporate these myriad technological improvements into the teaching of history.

I arrived at Teachers College this fall flush with the expectation that I would be able to unlock the mysteries of teaching with technology, or at least with the hope that I would discover a variety of heretofore-unknown technological applications which would revolutionize the classroom experiences of my students. This paper represents the culmination of that journey although I have arrived at a slightly different destination that I might have imagined at the outset. I have investigated a wide variety of computer technologies, "surfed" the far corners of the Web, read whatever materials were not yet

hopelessly outdated, and consulted with historians, teachers, and technical people all over the world. The result, however, is not the "whiz-bang" multimedia extravaganza of technical expertise that I had imagined I would create. Rather, my quest has forced me to think carefully and completely about the experience of teaching, the nature of student learning, and my perceptions of both. I was forced to consider not only what technology could do but also why it should be considered. The starting point for my final report is, therefore, a consideration of what makes good teaching and from that base I have endeavored to find means to use technology as a tool to assist my efforts. William Ayers' suggestion that "Teaching begins in challenge and is never far from mystery" (Ayers, (1993) p.127) rings truer for me now than it did in September. As Susan Brooks (1997) has written "It is imperative to recognize that the ultimate success or failure of technology use in the classroom will rest with the teacher" (p. 30). Technology can remove neither the challenge nor the mystery from teaching. However, it can be a valuable part of this sometimes maddening and mysterious vocation.

Determining the proper balance between the art of good teaching and the science of technology appears to be a task that nearly every school in this country is currently wrestling with in one degree or another. In some locations, the discussion is driven by fiscal realities and in other areas, questions of pedagogy and philosophy predominate. However, despite the commonality of the challenge of integrating technology into the curriculum in a meaningful way, a wide range of opinion and a multiplicity of thoughts as to how to proceed remain. There is a wealth of material available on this general topic and more articles and ideas seem to surface each day. Yet, for all of the commentary and suggestions, nobody seems to have it all figured out and there is a critical lack of clear

and coherent models. This paper represents my effort to sort through some of the current material and thinking about the place of technology in the history classroom and I have tried to create a reasonable strategy to make effective use of technology in my classes next fall. From the wide variety of perspectives and points of view, the following lessons emerged as critical starting points.

The most striking element of nearly every conversation and commentary on the role of technology in education has been the universal recognition of the central role played by the classroom teacher. In fact, the fundamental need for quality teachers and quality teaching seems to be one of the few points on which most agree. Bill Gates argues in *The Road Ahead* (1996), "Personal computers will not replace or devalue any of the human talent we need for the educational challenges ahead: We need committed teachers, creative administrators, involved parents, and of course, diligent students" (p. 215). Charles Fisher, David Dwyer and Keith Yocan, the editors of *Education and Technology: Reflections on Computing in the Classrooms*, make the case for quality teaching even more strongly. Brian Bottge (1997) suggested in a recent review of this work, "The major theme of this book highlights what should be obvious to all of us: Technology alone can not improve teaching and learning. If it is to be effective, 'technology use must be grounded firmly in curriculum goals, incorporated in sound instructional process, and deeply integrated with subject-matter content'" (p. 91). Each teacher faces critical choices regarding curriculum and pedagogy in every class and, in some ways, attempting to utilize technology increases the weight of this burden by dramatically expanding the range of options. However, it seems clear that a careful teacher must be thoughtful about

how each and every component of his practice, including technology, fits together in the service of the curricular aims.

B. Toward a philosophy of experience:

The notion that the teacher bears a tremendous responsibility in the construction of the classroom experiences for her students is not a novel one. John Dewey (1938) argues forcefully in *Experience and Education* for greater consideration of the critical significance of an individual child's experiences to his or her educational development. In his concluding chapter, the author writes "In what I have said I have taken for granted the soundness of the principle that education in order to accomplish its ends both for the individual learner and for society must be based upon experience – which is always the actual life-experience of some individual" (p. 89). Yet, perhaps in response to the critics of progressive education, Dewey takes pains to indicate in this work that not all experiences result in good education. "The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other" (p. 25). The difficult task facing all educators, then, is the definition and construction of educative experiences. Technology and the explosion of information present educators with a dazzling array of options from which to shape the experiences of their students and the scope of a student's environment has been dramatically expanded as a result of technological change.

The presence of technology does not minimize this fundamental challenge to good teaching. In fact, the flexibility, responsiveness, and variety of educational technology make it all the more difficult for a teacher to plan wisely and well. The solid

predictability of a textbook or the comfortable familiarity of a worksheet is frequently lost when an educator makes the leap into cyberspace. The challenge lies in the creation of meaningful assignments, in the development of intellectual skills, and in shaping a student's construction of understanding. Of course, Dewey would probably argue today that not all uses of technology are equally educative and valuable. Although Dewey's argument was directed toward progressive educators in the first half of this century, his point of view rings true as we approach a new century. In 1938, he clearly stated "it does not follow that progressive education is a matter of planless improvisation" and went on to suggest "The lesson for progressive education is that it requires in an urgent degree… a philosophy of education based upon a philosophy of experience" (pp. 28-29). To translate his argument into modern parlance, simply installing a computer in the classroom or accessing information via the Internet is not enough. A thoughtful integration of technology into the curriculum must grow out of a coherent philosophy of education and a consideration of the place of technology in that curriculum.

Dewey summarized his argument by asking teachers to make the best use of all available external resources in their construction of educational experiences.

> A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have contribute to building up experiences that are worth while. (p. 40)

This central responsibility remains for educators who believe education will be improved through the use of technology and teachers would be wise to begin here.

William Ayers provides a more recent discussion of a similar sentiment in his 1993 work, *To Teach*. To Ayers, two fundamental questions rest at the heart of all teaching. "All teaching, consciously or unconsciously, explicitly or implicitly, deals, therefore, with two questions: What knowledge and experiences are most worthwhile? And, what are the means to strengthen, invigorate, and enable each person to take full advantage of those worthwhile experiences and that valuable knowledge?" (p.21). Although Ayers' focus was not on technology, his notions of the foundations of good teaching are, nevertheless, appropriate. Without arriving at a personal resolution of these critical questions first, a teacher can not hope to integrate technology into his curriculum effectively. The teacher must consider what knowledge is of most worth and must consider the nature of the experiences which will contribute to a student's understanding.

Too often, articles, workshops, and handbooks on the integration of technology into the curriculum focus on how to make a particular piece of hardware function or how to operate the software. As Sandholtz et al (1997) have noted "The potential of technology goes unrealized if a teacher's goal is to 'teach technology' (p. 175). However, the focus for many is often on superimposing a particular application on top of the existing academic program. Building upon the lessons of Dewey and Ayers, I believe technology can not be simply an "add-on" if it is to be an effective and meaningful component of the educational process. The fundamental question should not be "How does it work?" but rather "Why does it work in this class?" Although it may seem like merely a semantic distinction, a teacher should first determine "What makes me a good teacher?" before she asks herself "How can technology make me a better teacher?" Quality teaching is as indispensable when technology is present as it is when it is absent.

Technology will not make bad teachers, or thoughtless teachers, or uncommitted teachers, into good teachers. Nor will technology automatically or instantaneously make good teachers into better teachers. Consequently, the integration of technology into the classroom must begin with a personal consideration of the elements of good teaching and a clear sense of the nature of student learning.

Another means of considering this question of the place of technology within a curricular whole grew out of the Apple Classrooms of Tomorrow (ACOT) project sponsored by the Apple Computer Corporation. The researchers at Apple developed a process, labeled the Unit-of-Practice, (UOP) to assist teachers in the integration of technology into their classrooms. The basic premise of UOP is rather straightforward. Teachers are asked to begin with a lesson plan or teaching episode which has been successful in the past and then consider how that experience might be expanded or improved through the use of technology. Focusing on an idea that has already been used in practice removes some of the anxiety associated with developing an entirely new lesson and offers a more manageable starting point for thinking about technology.

Judith Sandholtz and her colleagues, (1997) offer another benefit of the UOP process in observing, "If technology is effectively integrated into the lesson and not simply added on, teachers implementing the UOP process learn quickly that changing one component of a lesson – in this instance, adding a new technological tool – has ramifications for other components of the teaching episode" (p. 123). The importance of the interrelationship between technology and the other elements of the educational environment can not be overstated. Teachers should envision their classroom use of technology as an element of an integrated whole. In an attempt to clarify this

interrelationships, Sandholtz et al (1997) suggest that teachers should consider the following interrelated components as they plan their lessons and consider the integration of technology using the UOP process. (p. 123)

- *Standards*: What objectives are set for learners? Why are they important? How do the objectives fit into the overall district, state, or national frameworks?
- *Tasks*: What activities will students be doing? The nature of the task can be specified of open ended, it can be very simplistic or very complicated, and it can be concrete or abstract.
- *Interactions*: Who talks and works with whom? How will students and teachers work together? Who initiates interactions?
- *Tools*: What materials and equipment will be used to complete tasks? What tools will students and teachers use?
- *Situations*: Where will the activity take place? How long will students work on the activity?
- *Assessments*: What criteria will be used to evaluate student work? How do students, teachers, parents, and administrators know that learning standards are reached or exceeded?

These components, and their accompanying questions, reveal how directly connected all of these curricular elements are and a change in any one will have an impact on the others. Teachers looking to integrate technology into the curriculum need to consider all six of these components and must take note of their interrelationship throughout the planning process even if Apple's UOP process is not implemented directly.

Even with a firm philosophical foundation regarding the place of technology in the curriculum and a clear plan for implementation, making the leap into cyberspace is not an easy one. As Rick Monroe (1996) describes it, "Technology can inspire your students and enrich your teaching if you are willing to wallow in chaos, get comfortable with confusion" (p.8). In addition to mastering technical skills, the successful integration of technology requires fundamental examination, and frequent redefinition, of the nature of the relationship between the teacher, the student and the material. This process

frequently requires teachers to loosen their hold on tried and true methods and assignments, a process which does not occur without some pain and some risk. As Kevin Mattingly of the Lawrenceville School is fond of saying, "When you innovate, you lose competence." Teaching is challenging enough when an individual feels a sense of mastery. The enormity of a teacher's willingness to sacrifice a measure of competence must be recognized before turning to defining the place of technology.

It is also important to note that technology is an empowering tool for students. Access to information and technical expertise combine to give students greater mastery over elements of their education than was reasonable to expect in previous generations and as a result, the balance of power within the classroom sometimes shifts and only the best teachers can make the transition smoothly.

C. Myths and mental models:

Another approach to explaining the fundamental changes inherent in the nature of education which result from broadening the application of technology is offered by Peter Senge's notion of mental models. In *The Fifth Discipline*, Senge (1990) suggests that "new insights fail to get put into practice because they conflict with deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting" (p. 174). I believe this sentence explains much of the all too common resistance to technological change in education. In my experience, most faculty, parents and students have very solid "mental models" of "school" (rather broadly defined) and of the limits of technology in the classroom or of their own abilities to "teach" technology.. It is often difficult to get people to question these underlying assumptions, many of which are

firmly embedded in both theory and practice. Senge describes the notion of "'skilled incompetence'" which emerges as the result of "'defensive routines' that insulate our mental models from examination..." (p. 182). Redefining the role of technology in education, which requires rethinking the nature of the relationship between teacher, student and material, calls for teachers to examine their "mental models" in a significant way and asks that they create new models based on the meaningful incorporation of educational technology.

Building upon Senge's theories about mental models, a consideration of some of the "myths" surrounding the place of technology in education provides insight into some of the misconceptions which have prevented many educators from accepting technology into their classrooms. It is important to bring these misconceptions to the surface to allow for questioning of the underlying assumptions and mental models which allow them to prevail in so many cases. Dr. Carl Berger, the Director of Instructional Technology at the Univerity of Michigan has identified four significant "myths" of integrating technology into teaching. They are "Myth one: Technology should only be integrated into the 'best' parts of teaching." Traditionally, Dr. Berger suggests, teachers have concentrated their efforts to bring technology into the classroom in the areas about which they were most passionate and knowledgeable. As a result, teachers often felt they had to abandon the aspects of their work that they most enjoyed. Dr. Berger believes that it is far more effective for teachers to use technology on the portions of a course in which they are less interested and concentrate their efforts on the elements they most enjoy.

"Myth two: Time spent on straight study is as effective as time spent with technology." In this case, Dr. Berger argues that it is inaccurate to assume that all time

spent "on task" is equally productive to all students despite the fact that many teachers believe that simply devoting more time to standard lessons will result in improved learning. He believes that technology motivates students to spend more time on their work and that the variety of experiences available through technology actually improves the quality of the educational experience.

"Myth three: Using technology in teaching has to be better than other forms of instruction." This myth places technology and traditional forms of instruction in direct opposition to one another, rather than seeing them as two elements of a unified strategy. Opponents of educational technology tend to conclude that, given the cost, if technology is not demonstrably "better" than a lecture, for example, then it should not be considered. Dr. Berger suggests that technology should not have to compete with standard forms of instruction and that there is both a need for and a place for both in today's educational environment.

"Myth four: There is a single 'best' mode of instruction." This myth assumes that there exists a single 'best' means of working with students, despite the fact that this notion runs contrary to most recent educational research. Given today's understanding of multiple intelligences and the diversity of the nation's population, the multimedia capabilities of modern technology seem to offer many more possibilities as tools for learning. (Berger, pp. 18-20)

These myths and the realities which they obscure are important to consider in the integration of technology into the classroom. These myths focus on the rather traditional role of the teacher and his relationship to the student and they are unrealistic in their model of instructional technologies. Furthermore, the myths offer few opportunities for a

teacher to empower his students. Using technology to involve a student in her own learning increases that student's ownership of the educational experience and, hopefully, will increase the chances for learning.

D. Postman's critical questions:

The preceding comments are not meant to suggest that there are no negatives associated with the introduction of technology into the classroom. Neil Postman, an author who was written extensively on technology and its implications for education – in *Amusing Ourselves to Death*, *The End of Education* and *The Disappearance of Childhood*, asks six fundamental questions which are worthy points of departure for educators considering the uses of technology in the classroom. Postman asks

1. What is the problem to which technology is the solution?
2. Whose problem is it? Who will benefit, and who will pay for it?
3. Suppose we solve the problem. What new problems will result?
4. Which people and institutions might be most seriously harmed by a solution?
5. What changes in language do the new technologies foster?
6. What sort of people and institutions acquire political power because of the acquisition of technology? (quoted in Pool, p.5)

While Postman is far more critical of the place of technology in the classroom than many, his suggestion that everyone, and especially teachers, needs to be aware of the future problems and conflicts technology may create is important to keep in mind. Technology, like many other "improvements," comes with associated risks and potential dangers, which need to be considered thoughtfully before the technology is introduced to children.

II. Technology and History – Three Fundamental Components

The preceding consideration of both the philosophical and practical aspects of using technology in the classroom led me to identify three broad areas of concentration in which educational technology can be most effective for high school history students: Research, Presentation and Communication. Each of these components is discussed in some detail in the sections that follow and these three elements form the core of the sample curriculum at the conclusion of the report.

A. Research:

Of all of the elements of instructional technology, the veritable explosion of information available to students in electronic form via the World Wide Web, on CD-ROMs, and through various other electronic databases has had, arguably, the most profound impact on the nature of high school history classes. The sheer volume of information and resources available to students has necessitated a reassessment of the skills of conducting historical research in an electronic age and has given rise to a new host of challenges relating to assessment of the validity of sources and the management of so much information.

The first area of concentration in the area of research lies in sharpening the students' skills of gathering information. It is important to note that electronic access to information will never replace the library and printed sources of information and students need to be continually reminded that logging on to the Web will not answer every question nor will it provide them with all of the sources they need. Therefore, history

teachers must continue to work on traditional research and library skills as they also look to electronic sources of information.

The initial challenge, therefore, is teaching students to develop meaningful search strategies that can be used in the Internet or in other databases. This means students need to do more than go to Yahoo, Lycos or Web Crawler and type in Civil War, (an exercise which results in approximately 62,655 hits) on a non-hierarchical search engine. As Paul Gilster, author of *Digital Literacy*, pointed out in a recent interview with Carolyn Pool (1997) "Unfortunately, searching the Internet on the surface is deceptively simple. Type in a keyword and presto! A software 'spider' scurries through thousands of files looking for it. But getting 30,000 hits after a search is not going to help you find important information. Teachers and students need to learn sophisticated search techniques" (p. 6). Helping students refine their searches using Boolean descriptors, combining search engines and employing other techniques such as using recently introduced multiengine search devices such as Metacrawler and Savvy Search are the starting points for teachers as well as students. In addition, students can consult specialized databases to facilitate an efficient search, especially if it is of an online library catalog system or another index built on the same system, (such as Wilson Disks, a source of bibliographical citations frequently used in electronic libraries). For example, the Library of Congress Subject Headings, which is accessible through the Internet combines terms to assist in the search process.

The task of teaching search strategies is further complicated by recent reports that searching the Internet for information has become increasingly difficult, even as the search engines have become more sophisticated, because of the tremendous growth of the

size of the World Wide Web. A recent *New York Times* article by Gina Kolata (1998) suggested that the latest research indicates that "no single search engine could find more than a third of the documents squirreled away on the Internet and that different search engines found different documents" (p. G3). With the Web now comprising more than 320 million pages of information, search engines are struggling to keep up with the volume of data and frustrated users are often left with information which proves to be irrelevant. For students whose first inclination is to start "surfing" for information, this news is particularly disconcerting, especially for those in search of a rather obscure bit of information. For teachers, it is further evidence of the complexity of using electronic sources of information.

Searching for information electronically via the Internet raises significant questions regarding the validity of sources of information and requires teachers to instruct their students in the means of evaluating the reliability and scholarship of the information they uncover. The lack of editorial constraints and the ease of Web "publishing" pose new challenges for teachers and for students. In previous years, high school history teachers could be relatively certain that the sources a student consulted in the school or local library had undergone a variety of editorial checks before arriving in her hands. With the Web there are no such guarantees and teachers have the responsibility to teach their students to become critical consumers of the electronic information they discover. In a recent article in *Educational Leadership*, Carol Caruso (1997) addressed this problem. "The Internet, by design, supports freedom of speech. It is a work in progress, and anyone is free to publish information or an opinion on it. There are no editors, and no cyberpolice to steer us away from the unreliable sites" (p. 24).

Caruso proposes "The Four Ws of Site Validation" as the means to help students sort valid and substantive information from the rest. She suggests students should be taught to investigate "the who, what, when and where of site validation" (p. 24). This means students should become familiar with a series of questions to ask in each of these four categories. For example, in determining who wrote a particular page, students should ask questions about the qualifications of the author, a co-sponsor of the page or a sponsoring organization, an e-mail address to contact the individual(s), and other clues as to the identity of the author. If a student can not identify an author or a webmaster, he should look for another site.

To determine what a particular page is saying, students should be taught to take a critical look at the message. Does it appear to be factual or indicative of a bias? How reliable does the information appear to be and how is it supported? Is the information available for free or are access fees required to allow students to retrieve more material? Has the site received any awards? What is the scope of the topic? How scholarly is the level of discourse? These questions should help students arrive at some conclusions regarding the content of the page. Again, students should be reminded to cross check their information with other sources of information such as books, newspaper articles or human resources.

Another element of the validation process is to determine when the site was created and when it was last revised. Students should also be taught to investigate any links on the page. If they are no longer operational, the site is probably not current and may not be as reputable as one which is well maintained. Students should be able to

contact the author or webmaster via e-mail to investigate further if they have questions about the timeliness and/or accuracy of the information.

Finally, students should be taught to investigate where the site is from. If the site is buried in an individual's Internet account, (indicated by a lengthy address such as http://www.monmouth.com/user_pages/malim/) it may not be as reliable as one with its own domain name (http://www.columbia.edu). Students should also examine the URL to look for other information about the site. Is it sponsored by a government agency, by an educational institution or is it a commercial site? For additional information about the origins of many Web sites, students can consult InterNic, a service which provides the originator's name and host of many Web locations.

Students need to see that reliable and unreliable sources of information can be located on the Web and in many other places. The task for educators is helping them distinguish between the two for themselves and that process is a complex one. Just as it is impossible for a student to reach every corner of the Internet or master all of the material available in electronic form on any one topic, teachers must be willing to admit that they can not hope to stay completely ahead of the students in this area. Even a single Web site such as the University of Virginia's Valley of the Shadow project contains more primary source materials than any high school teacher could reasonably be expected to sort through for herself. Again, we see that teachers need to be willing to alter the traditional balance of expertise between student and teacher and also must be willing to let go of a measure of control over the student's experience. While no teacher should simply turn all her students loose on the Internet without any guidance, teachers will need to allow students some measure of freedom to search on their own without knowing just what they

will discover. These shifts are fundamental ones but necessary if we are to allow the students to make the most effective use of electronic sources of information. However, designing research assignments that cultivate these skills is difficult but the time invested in their creation will result invaluable opportunities for student learning.

I believe teachers can begin by distinguishing between the two types of Internet research assignments discussed below. A sample of each lesson appears in Appendix B and C. For both of these examples I am grateful for the assistance of Mr. Peter Kraft, a member of the faculty at The Peddie School, who has provided me with valuable knowledge gained from his personal experiences both in Peddie's "Principio Project" and as an historian with an interest in technology.

One approach to developing search skills as well as critical reading and careful analysis of primary source materials is through a "guided research" exercise in which the teacher chooses a scholarly Web site and investigates that location ahead of the students. The teacher needs to determine which documents to investigate in detail and should develop a series of questions to guide the students through the site. Ideally, this lesson would fit within the larger context of the curricular design of the course and would investigate an area of concentration in greater detail. The number of such Web sites has increased dramatically and teachers should not have difficulty locating a valuable source of information.

In the sample lesson in Appendix A, students are guided through Christine's Genealogy Website, which contains a wealth of information about slavery and the experience of African-Americans in this country in the 19th century. In the first exercise, students are asked to compare two wills written by slaveholders in North Carolina early

in the century. The questions require students to read the wills carefully and critically and the nature of the questions moves from those which require factual responses to those which require students to draw inferences and reach conclusions based on their reading of these wills. Exercise #2 of this lesson introduces students to the colonization movement and Liberia using ships' logs for evidence. Once again, a series of questions guides the students through two specific documents. Finally, students are asked to examine "virtual cemeteries" and other elements of "Historic African-American Settlements" on this site where the questions are less focused. The intention in this lesson is to introduce students to the documents on the site and to lead them through an analysis of some of them before gradually giving students greater freedom to investigate the material on their own.

The sample Internet site search exercise based upon The Valley of the Shadow website at the University of Virginia, (Appendix B.) is an example of a much less guided lesson which builds upon some of the skills developed in the Christine's Genealogy lesson. In this exercise, Peter Kraft and Alice Carter of Greenwich Academy have given students a broad question to consider within the confines of this Web location. In this example the guiding question is "Why, despite the fact that most southerners – and most Virginians – did not own slaves, did the 'peculiar institution' dominate the politics, economics, and social relations of the region?" The format of exercise provides some suggestions to assist students in their search of this vast collection of information but students are asked to construct their own understanding of the nature of slavery in Virginia out of the primary source material at this site.

The most effective approach to utilizing technology to develop search strategies for use in electronic databases is to combine exercises of each type discussed above. At

the outset, students will need more guidance, focus, and direction as they learn not only how to navigate the sources but also how to make use of the documents they discover. As students become more proficient in their searching abilities, they can be given more open-ended assignments and broader questions to investigate without as much guidance from the teacher. In each of these examples, however, the teacher chose the Website to be examined in detail. The final step in this process to empower the students to discover their own Websites, come to their own conclusions about the validity and scholarship of the information contained therein and then make use of the material within the context of an assignment. Again, the challenge for the history teacher rests in designing meaningful assignments of this nature.

Once students have learned how to access and evaluate a wide variety of sources of information and have focused their search on a manageable volume of material, they need to develop a second critical skill of the information age, the management of information electronically. For centuries, perhaps, history students have labored to create impressive stacks of note cards (or some variation on the theme) which are then sorted and compiled in the process of completing a research assignment. In the electronic age, the volume of material has increased dramatically and the means by which the data can be stored, organized, and retrieved have been revolutionized by the computer. In an effort to give students an electronic tool with which to manage large quantities of information, I modified the FileMaker Pro database program to create an "Electronic Note Card" system. (A sample card is included in Appendix C.) This system allows students to enter the required bibliographical information on the first card and it is automatically transferred to subsequent cards until the student indicates that she is working from a new

source. Once the card file is complete, the information can be sorted in a variety of ways using the search functions of the database. Finally, when a student sits down to write her paper, the information can be electronically "cut" from the note cards and the text is simply "pasted" into the paper without any recopying or retyping. Students who are more visual learners and who need to physically "see" the information spread out before them can simply print the cards and sort through them or arrange them by hand.

The final element of this section on research is more complex than those already discussed but it is no less valuable. I believe the Internet, CD-ROMs, and other sources of information provide students with a wealth of information from which they can begin to construct their own understanding of the past. As Paul Gilster suggests, "A multimedia computer with an Internet connection enables people to truly *construct* information from around the world" (Pool, p. 6). However, to enable this learning to occur students need to develop the skills of close and sustained reading, they must engage themselves with the material and they must learn to make inferences and draw conclusions from the information they uncover. The ease with which students can leap from Web site to Web site with a click of the mouse button is tempting for young people with the short attention span and hunger for instant gratification of the MTV generation. The impressive graphics or video clips of some sites may mask a fundamental superficiality; thoughtful students need to be taught the difference between style and substance. Teaching the skills of critical evaluation of primary source materials to high school students has always been a challenge and technology will not instantly alleviate that difficulty. However, giving students greater access to a wider variety of original documents than was ever possible

before is an exciting opportunity for the high school history teacher and should be incorporated into the curriculum.

B. Presentation:

Just as the means by which students can gather information has been transformed by technology, so too have the options for the means by which students present their thoughts and the products of their efforts. For years, assessment in history classes has been built around essays and term papers. Computer technology allows students and teachers to move beyond the linear term paper, (and to move beyond simply using a word processor) to a variety of forms of expression. Of course, the previous discussion regarding the separation of impressive technical ability from substantive historical analysis applies to work created by students as well. However, technology provides students with a variety of ways by which they can demonstrate true understanding of a concept or a topic. History teachers must answer a fundamental question for themselves in this regard. "What does it look like when a student truly understands the material?" In an electronic age, the answer to that question goes beyond the writing of a solid term paper.

Perhaps the simplest step in this process is the creation of hypertext documents, such as this one, in which students create within their papers active hyperlinks to their sources of information, to relevant sources of additional information, or to additional text documents of their own creation. The process of teaching this skill is actually quite simple but the technology forces students to be precise in their documentation and allows them a measure of creativity, which is not possible with a printed page alone. In addition,

documents prepared in Microsoft *Word* can become an active part of the paper. For example, census data can be entered into a document as an active link that is automatically updated from the Web site each time the document file is opened.

Moving beyond hypertext documents, technology allows students to construct complex multi-media documents and presentations as well. For example, students in Peddie's Principio Program this past fall created fictional accounts of slaves, masters and mistresses based on their research on the topic of slavery. These documents included text, graphics, as well as images to create a rich portrait of the lives of these fictional characters. A sample of student work on this assignment appears in Appendix D.

Technology also provides a variety of tools to assist students in making oral presentations. Microsoft's *PowerPoint* presentation program allows students to combine text, graphics, images, and sound in support of their arguments. Requiring all students to make a public, oral defense of their research using electronic presentation technology is a yet another means of combining technology with scholarship in the study of history.

Finally, technology can instantly broaden the audience for each student's work. The ease of "Web publishing" allows teachers to post student writing on the school's Web site. Such an option encouraging students to take greater care in the preparation of the assignment knowing it will be visible to the world. Students also get a sense of pride and ownership of their work when it is public. Finally, students feel a great sense of accomplishment when they receive electronic feedback from someone who has seen a particular piece of work on the Web.

C. Communication:

The third component of my plan to integrate technology into a history curriculum centers on electronic means of communication as an empowering tool for students that will complement the previous two components of research and presentation. Technology allows for improved communication between students and teacher, between and among students, and makes it possible for students in a variety of geographic locations to exchange ideas and work collaboratively.

The Crossroads Project for American Studies at Georgetown University introduced the concept of a "Dynamic Syllabus" as the focal point for a class and that idea has been incorporated into this United States History curriculum. A Dynamic Syllabus goes beyond online versions of traditional syllabi. According to the people at Crossroads, "Instead they serve as online platforms upon which to stage, manage, or enhance a course and can include various electronic resources, instructors' notes, exercises and assignments, course projects, virtual exhibitions, links between course readings and Web resources, and, increasingly, students' projects." The Crossroads Website includes a variety of samples from college courses around the country but Professor Gary Kornblith of Oberlin College provides the most impressive example on this site. His dynamic syllabus for "History 103: American History to 1877" served as the model for my curriculum.

The dynamic syllabus for United States History at Peddie will be posted on the school's internal web page as well as being e-mailed to every member of the class. Links to primary source readings are imbedded in the document so the teacher does not need to

worry about copying and collating reams of material. Details of assignments and other information will also be accessible to students at any time of the day, (or night).

Electronic forms of communication, most notably e-mail, also allow teachers to stretch the boundaries of their classroom and allow discussions to continue in electronic form long after students have left the actual classroom. Online discussion groups, focused on a particular issue or a particular course, allow students to make contributions to an ongoing dialogue at any time. They also offer the added advantage of allowing students who are not in the same section of a course to share ideas and opinions with other students whom they would not otherwise hear from. Finally, online discussion groups serve as leveling agents as the strength of personality, issues of gender or appearance, and other obstacles to speaking in public are minimized. In this respect, electronic forms of communication serve a democratizing function within a class as each voice emanates from an equal position.

Creating such an electronic history forum is a rather simple matter for Peddie's technical staff and all students will be required to post a meaningful comment a minimum of two times per week at the outset of the fall term. Maintaining a sense of decorum and elevating the level of discourse in such a forum requires some firm guidance at the start but the opportunities created for students to share ideas are worth the effort.

The final element of the electronic communication piece of this course design involves what might broadly be termed "distance learning." Not only does a campus-wide e-mail system allow students at Peddie to interact with each other and share ideas, the ubiquity of electronic mail systems allow students to collaborate with people almost anywhere in the world. As part of my United States History program, I have arranged an

essay exchange program between students at Peddie and students at Cincinnati Country Day School in Cincinnati, Ohio. CCDS has had a laptop program similar to Peddie's in place for several years now. Students in Wesley Hogan's U.S. History students will exchange essays with my students and each student will critique the work of a student at the opposite school. Although all of the details of the assignment have not been finalized, I hope this will be the first step toward a variety of collaborative projects between the schools. Students may write collaborative essays, may work together to solve specific problems or any number of other options.

III. United States History at Peddie – A Curricular Model:

A. Technology at The Peddie School:

The Peddie School is an independent, coeducational boarding school located in Hightstown, New Jersey. The student body consists of approximately 500 students with a teaching faculty of 70. For many years Peddie has led public and private schools in the innovative use of technology in education. In 1991, the school installed a campus-wide fiber optic computer network and began the process of "wiring" every classroom and dormitory room on the campus to allow universal access to the Peddie Information Network. The Peddie Information Network includes electronic mail, full Internet access, a public access catalog for the Annenberg Library and a variety of specialized software for various disciplines. With this network infrastructure completely in place, the school has made great strides over the past few years toward integrating technology into its curriculum and also utilizes the network for a variety of administrative tasks, such as reporting of grades. In may of 1996 the Board of Trustees unanimously decided that Peddie should assure that each student is equipped with a standard, fully outfitted laptop computer and all students who arrive on campus in September of 1998 will have their own Toshiba 430CDS laptop as part of this program.

B. Goals and Objectives:

The Peddie School firmly believes that the "proper use of information technology can transform the classroom, making the student an active, powerful participant in his or her own education." In addition, while the goals of the Laptop Program are many, among the most important are

- To nurture the students' sense of intellectual self-reliance and pride in their own professionalism as a scholar by giving them the tools used by professionals.
- To enable the routine classroom use of technology whenever appropriate, facilitated by the presence of laptops at any time, and the use of a standard software and hardware configuration.
- To provide the tools to respond to "the teachable moment" whenever and wherever it occurs.

The integration of technology into the history curriculum is, therefore, part of the school-wide commitment to educational technology described above. To create a meaningful and coherent history course for a group of students armed with their own laptop computers, these goals for the technological component of the Peddie experience must be married to the goals and objectives of the Peddie History Department. On the occasion of the self-study in preparation for our most recent Middle States Evaluation, the members of the history department identified the following objectives for the students enrolled in each of its courses.

- To foster the enjoyment of, and an appreciation for, the study of history.

- To encourage imaginative and creative approaches to the study of history and the teaching of history.

- To develop the skills of critical reading.

- To develop the ability to write clearly.

- To develop the ability to formulate critical

arguments through historical analysis and to support these arguments both orally and through written work.

- To encourage independent thought and independent work on specific projects.

- To encourage collaborative thinking and cooperative group work through specific assignments.

- To encourage effective exchange of ideas in class discussion.

- To develop respect for opposing points of view.

- To increase each student's awareness of the complexity of the world, its geography, and the roles and responsibilities of individual citizens in it.

- To introduce students to the skills of historical research, documentation and the use of the library as well as other advances in the use of technology in historical study.

- To develop a mastery of the material presented in each course offering.

C. The Lessons in Practice:

The task, therefore, is to put into practice all of the lessons discussed in this paper in the creation of a United States history curriculum which exemplifies the best use of the components already identified. Such a curriculum would make use of technology in the elements of research, presentation and communication but would also be sensitive to the elements of good teaching. The challenges facing teachers of United States history remain and allowing for depth of experience while also "covering" the material is still a critical issue. Teachers must maintain a sense of balance and a commitment to their craft, only then will technology be an asset to them.

With these thoughts and the lessons learned in the preparation of this paper in mind, I turn to a model syllabus for an Advanced Placement U.S. History class to be taught at

Peddie during the fall term. A printed version of this HTML syllabus appears in Appendix E. I have offered some examples of Web sites of interest, which will be hyperlinked directly to the posted dynamic syllabus, and indicated some of the assessment exercises to be used. Once the syllabus is posted on Peddie's Web site, copies of specific assignments, examples of student work, assessment guidelines and other information can be easily retrieved.

As any classroom teacher knows, it is difficult, if not inherently dangerous, to plan for each day's experiences so far in advance and I have left room for flexibility and adjustment within the broad scope of this curricular frame. Of course, striking a balance between the need to "cover" all of the material in such a content driven course and the desire to utilize the technology to generate a depth of analysis mentioned above is a particularly sensitive issue in Advanced Placement offerings. The pressures of reaching the chronological end of the course before the examination date in early May can be overwhelming, especially if a teacher wants to devote a significant amount of time to a particular topic, issue or event. In my nearly fifteen years of teaching AP US History, I have always felt this burden, even without the additional information available electronically. However, I hope this syllabus presents a reasonable model based on the lessons learned over the course of this project.

By design, this model does not include **all** of the possibilities for the incorporation of technology into a history curriculum. I considered basing the course on a CD-ROM textbook but elected to discard that possibility on several counts. Reading large quantities of information from a laptop screen is uncomfortable and, perhaps it is archaic, but I believe printed pages of scholarly books are important elements of the study of history. I

also considered some of the computer simulation software currently available but found they did not fit well with the three categories identified earlier in the paper. While some of these applications are exciting for younger students, I have yet to find a suitably scholarly software package for Advanced Placement students. Finally, other computer based applications, such as complex statistical analyses of demographic data, were investigated but not included in the final course design. While such applications are valuable, they seemed to be too complex and too far removed from the fundamental lessons of this project. However, as new software is developed and new applications are developed, these elements may soon be appropriate for these students.

D. Final Thoughts:

Merle Black, Head of the History Department at Cincinnati Country Day School, is decidedly ambivalent about the integration of technology into a history curriculum despite the fact that his school has had a laptop program in place for several years. In considering the teaching of history, he maintains that "A forum for the charismatic teacher alert and responsive to the needs of students must be maintained. The value of a teacher presenting in front of a class must not be discredited." I agree wholeheartedly with these sentiments however, I believe technology can assist that powerful teacher in bringing about student learning about the past. However, as this paper has indicated, technology must be integrated into the curriculum as a whole and it must complement the philosophy and the practice of the teacher. The art and mystery of teaching will not be overpowered by even the most impressive technology.

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Appendix A:

Internet Search Exercise: Christine's Genealogy Website

http://ccharity.com

Overview: This site contains a large amount of material related to the institution of slavery and the conditions of African-Americans in the early 19th century. Included in this site are wills, census data, ship rolls from Liberia, and information about colonization efforts.

Exercises: Three exercises are included designed to accomplish the following:

- Introduce you to the many elements of the site.
- Guide you through the data and make inferences from it.
- Look for information that will be useful in later projects

Exercise #1: Using wills as historical documents

- Go to the second column and double click "Slave Entries in Wills on the Web"
- Select the "Will of Henry Boon, Northampton County, North Carolina, 1826"
- Read the entire will carefully and then answer the following questions.

How does Boon plan to divide the slaves among his various family members? Why might he do it this way?

What does this tell us about Boon's social and economic status?

How does Boon decide what slaves to give to each person? (You will need to make an inference here; the will does not say directly.)

What phrase in the will gives the heirs the right to all children of the slaves?

- Now go to "Elizabeth Blackwell's Will, 1859 – Fauquier County"
- Read the will carefully and respond to these questions.

What does Elizabeth Blackwell intend to do with her slaves? How does she intend to do this?

What can we infer about the relationship between age and the value of slaves from this will?

Why would the age and color of each slave be included in such a document?

Exercise #2: Colonization and Liberia

- Go to "Roll of Emigrants" to Liberia in the first left-hand column, double click to open.
- Select the "Brig Nautilus" report of 1821 and read the chart carefully. (Note: "do" is short for "ditto.")

Where are the majority of these people from? What was their status, and why, considering that status, might they have come to Africa?

What was the professional and educational attainment of these people? What might this tell us about their motives?

- Go to "Ship James Perkins's Company" in 1832
- Read the chart carefully and consider the following:

What was the status if this group? What are the similarities and differences from the first vessel? What might this tell us about the colonization movement?

What can we learn about families and colonization from these rolls?

What might the geographical distribution of these and other vessels tell us about the colonization movement?

Exercise #3: Establishing a Setting

- Go to "Historic African American Settlements, double click to open.
- Scroll down until you see "The Cemetery," double click and follow the directions
- Look at "the site," "maps" and individual grave markers before responding to the following.

How might this type of information – a map, grave sites, etc. – be helpful to an historian? What is missing here that might be included?

- Scroll down to "The Elgin Settlement," double click to open.
- Look at the church and the headstone of "Fanny Phares"

Where is the Elgin settlement and why was it founded? How and why did Fanny Phares come here?

Appendix B:

Internet Search Exercise: "The Valley of the Shadow"

http://jefferson.village.virginia.edu/vshadow2/contents.htm

Overview: "The Valley of the Shadow" is an extensive site hosted by the University of Virginia that contains a wide variety of information about Virginia and Pennsylvania in the 1850s and 1860s. A range of primary source materials are located here to assist you.

Exercise: Mr. Peter Kraft and Ms. Alice Carter prepared this research exercise. Although the lives of individual slaves are difficult to trace, we will look at slavery from a variety of perspectives.

The question for you to consider is the following:

- "Why, despite the fact that most southerners – and most Virginians – did not own slaves, did the 'peculiar institution' dominate the politics, economics, and social relations of the region?

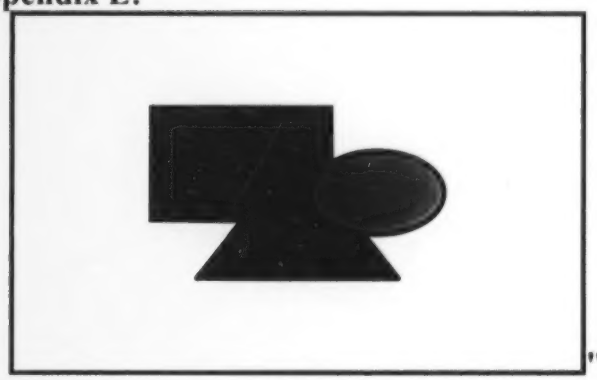
By the end of the period you should be prepared to discuss and defend your response to the question above. You must use specific documents, figures and illustrations to support your arguments. You may discuss your findings and your ideas with your colleagues.

In preparation for the discussion, prepare an outline of your points as you go through the site.

Points to Remember as You Search:

1. **Work with your partner(s) to divide the work thoughtfully. Stop periodically to review your findings and consider the structure of your outline.**
2. **Remember that you do not need to answer everything or find EVERYTHING. You must provide part of the answer.**
3. **Always keep the larger question in mind as you navigate. Avoid simply wandering around or "surfing" from document to document.**
4. **Be a detective! History requires creativity and thought. It is about exploring and thinking, not just finding the "right answer."**

Appendix E:



"History is the essence of innumerable biographies"
Advanced Placement United States History
Mr. Cabot
Fall, 1998

Click HERE for an overview of the course.

Click HERE for the reading assignments and links to documents.

Click HERE for more information about written assignments.

Click HERE for Links to sites related to American History.

Click HERE for information on how to cite Internet sources.

Click HERE to access student work.

AP U.S. HISTORY
History through Biography
Fall 1998-99
The Peddie School
Mr. Cabot

RETURN to AP US Homepage

The primary "texts" for this course are:

Nash and Graves, *From These Beginnings*, (referred to as *FTB*) published by HarperCollins.

McMillen and Bolton, *A Synopsis of American History*, (referred to as SAM), published by Ivan R. Dee

We will also read excerpts from From Revolution to Reconstruction, a hypertext history text available on the Web.

WEEK I: Exploration and Colonial America

Readings:

FTB - C. Columbus

FTB - J. Winthrop

SAM – Chapter 1

Discussion Topics:

Initial discovery and settlement of the New World

Introduction to Puritan New England

Tenets of Puritanism

Web Sites of Interest:

- The 1492 Exhibit at the Library of Congress
- Columbus and the Age of Discovery
- A Virtual Tour of Plimoth Plantation

Other Activities:

Introduce Electronic History Forum

WEEK II: Colonial America and its developing society

Readings:

FTB - B. Franklin

SAM – Chapter 2

J. Winthrop - *A Model of Christian Charity*

E. Morgan - excepts from *The Puritan Dilemma*

Discussion Topics:

Puritanism

B. Franklin as unique and symbolic American

American role in the British Empire

Early origins of the American Revolution

Web Sites of Interest:

- Archiving Early America
- APVA Jamestown Rediscovery Project
- 1755: The French and Indian War Homepage

Written Work:

Paper on Puritanism due

Other Activities:

Introduce Electronic Note Cards

Begin research for Biography Project

WEEK III: The American Revolution and its aftermath

Readings:

FTB - Abigail Adams

FTB - T. Jefferson

SAM – Chapter 3, 4 and 5

The Declaration of Independence

Discussion Topics:

Causes of the American Revolution

When was the real "revolution?"

Role of colonial women

Northern vs. southern societies

Web Sites of Interest:

- Historical Text Archive – The American Revolution
- New Jersey: Crossroads of the Revolution

Written Work:

Paper on Winthrop, Franklin and Adams

WEEK IV: The Constitution and the Federalist Era

Readings:

FTB - T. Jefferson — "Thomas Jefferson: Radical and Racist," by Conor Cruise O'Brien in **The Atlantic Monthly**, Oct. 1996

J. Madison - *Federalist #10*

SAM – Chapters 8 and 9

Discussion Topics:

Problems under the Articles of Confederation

Constitutional Convention

Ratification and the Bill of Rights

Hamiltonian Federalists vs. Jeffersonian Democrats

Early westward expansion and Native Americans

Web Sites of Interest:

- Historical Text Archive – The Early Republic
- U.S. Founding Documents
- Documents from the Continental Congress and the Constitutional Convention
- Monticello

Written Work

Critique of DBQ responses from students at Maria Regina High School, Hartsdale, NY

WEEK V: Jacksonian Democracy and the West

Readings:

FTB – Tecumseh

FTB - Jim Bridger

SAM – Chapters 10 and 11

Discussion Topics:

Jacksonian Democracy and the common man

Frontier capitalism

Manifest Destiny

Web Sites of Interest:

- Jackson Information
- The Erie and Ohio Canals
- Georgia Rare Maps of America
- Presidential Letters and Speeches
- Native American Documents
- History of the Cherokee

Written Work:

Essay Exchange with students at Cincinnati Country Day School
Topic: Andrew Jackson and the Jacksonians

WEEKS VI and VII: Expansion and Slavery

Readings:

FTB - R.E. Lee

FTB - F. Douglass

SAM – Chapters 12 and 13

Discussion Topics:

Sectionalism

Slavery

States' Rights

Slave Power

Web Sites of Interest:

- Frederick Douglass Museum and Cultural Center Homepage
- The African-American Mosaic
- The American South
- Slave Narratives and Interviews
- Third Person, First Person: Slave Voices from the Special Collections Library, Duke University

Written Work:

Christine's Genealogy Assignment

WEEKS VIII and IX: The Civil War and Reconstruction

Readings:

FTB - R.E. Lee

FTB - M. Twain

SAM – Chapters 14 and 15

Discussion Topics:

Military course of the Civil War

Reconstruction

Web Sites of Interest:

- Crisis at Fort Sumter
- American Memory: Selected Civil War Photographs
- U.S. Civil War Center
- Gettysburg Address Exhibit at the Library of Congress

Other Activities:

Valley of the Shadow Search Exercise

PBS documentary *The Civil War* on video

Written Work:

Test on Civil War and Reconstruction

WEEK X: Review and Final Exam